DOCUMENT RESUME

ED 323 806 FL 018 864

AUTHOR Landry, Maureen D.
TITLE Improving English Language Competency Among ESL Second Grade Children Through a Socially Interactive Communicative Language Teaching (CLT) Program.
PUB DATE 90
NOTE 76p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Communicative Competence (Languages); Cultural Awareness; Educational Strategies; *English (Second Language); Grade 2; *Intercultural Communication; *Interpersonal Relationship; Language Skills; Primary Education; Program Descriptions; Program Design; Second Language Instruction; *Second Language Programs; Skill Development; Teaching Methods

ABSTRACT

A school situation was studied in which students of English as a Second Language (ESL) were not developing English communicative competence because ESL students were segregated from fluent English-speaking (FES) students. ESL students were having difficulties with English reading, writing, and math concepts. In response to this situation a program of communicative language teaching (CLT) was established. The program, undertaken as a practicum, had the following goals, to: (1) develop communicative language competence among ESL second graders; (2) increase social interaction between ESL and FES second grade children; and (3) develop better understanding of the English language and culture among all second graders. The program involved directed activities in the regular classroom, including lessons about food, family life, school life, art, pets, illness, games, and music, culminating with a multicultural night of songs, skits, dance, and food. The results were positive, with data analysis suggesting that a CLT program in the regular classroom contributed to both communicative competence in ESL students and social cohesiveness among all of the students. (MSE)

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Improving English Language Competency Among ESL Second Grade Children Through a Socially Interactive Communicative Language Teaching (CLT) Program

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by

Maureen D. Landry

Cluster XXXI

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1990

FL 018864

Dedicated

to

James J. Dunn, Master Teacher, Father, and Inspiration

and

Joseph F. Landry and Karensa L. Landry, for being
the wind beneath my wings.

Acknowledgements

This research originated from the many discussions with Brenda Tedesco a language specialist, about the various aspects of developing language fluency among ESL students in the regular classroom. Many people gave invaluable assistance along the way.

The writer wishes to gratefully acknowledge the following for all their efforts and support:

Dr. Georgianna Lowen, Advisor

Julieta McGaughlin, ESL Teacher

Eloise Cottrell, Music Teacher

Catherine Skopic, Art Teacher

Kathleen Kern, Physical Education Teacher

Ashok Tandon, Parent

Mary Ellen Perinchief, Nurse

Evelyn Confessore, Clerical Assistant

Ruth Schumann, Clerical Assistant

Edward Basso, Head Custodian

Carole Abbatiello, for assistance in research

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ABSTRACT

Improving English Language Competency among ESL second grade children through a socially interactive Communicative Language Teaching (CLT) Program.
Landry, Maureen D., 1989: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood.
Descriptors: ESL Programs / Elementary Education / Language Acquisition / Second Language Learning / Minority Groups / Discourse Analysis / Language Instruction / Sociolinguistics / Speech Communication.

This program of CLT was provided for second grade ESL children during the regular school hours. The lack of such a program resulted in ESL children not developing communicative competency in English; segregating ESL children from the FES students; and created difficulties for ESL students in developing English reading, writing and math concepts. The literature review strongly indicated the need of Regular Teachers developing a Communicative Language Teaching (CLT) Program in the classroom.

The writer's goals were: (1) to develop communicative language competency among ESL children of the second grade; (2) to increase social interaction between the ESL and FES second grade children; and (3) to develop a better understanding of the English language and culture among the ESL and FES second grade children. In addressing these goals, the writer implemented a CLT program of directed activities that utilized the regular classroom facility. These activities included lessons about food, family life, school life, art, pets, illness, games, and music, culminating with a multicultural night of songs, skits, dance, and food.

The results of the practicum were positive. Analysis of the data suggested that a CLT program in the regular classroom developed language communicative competency among ESL second grade children and developed a social interaction cohesiveness among the ESL and FES children.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The area where this practicum took place was a suburb of a large Eastern city. The town housed the county seat of government. The area had a tradition of being a typically "blue collar" community, but recent increases in housing costs, the doubling in size of a large teaching hospital, and the electrification of the local railroad, made the community more attractive to a higher socio-economic group of people.

The community was located twenty-five miles from a large Eastern city, and the majority of workers in the area commuted to work each day. Residents lived ten miles from ocean beaches and five miles from the sound. The community was named for one of the thirteen tribes of Indians who were original residents of the island.

The students of this problem solving process lived in a racially intergrated suburban school district which covered an area of 18 square miles. Approximately 25,581 people lived in this district. Of this total, 96.3 percent of the population were White, 1.5 percent were Hispanic, 3.5 percent were Portuguese and 1.1 percent were Black. There were three elementary schools, one middle school and one senior high school in the district. Enrollment figures

in grades Kindergarten through five as of January, 1988 were American Indian or Alaskan Native 2%, Black not of Hispanic origin 3%, Portuguese 22%, White 66%, and Hispanic 6%. There was one private elementary school in the district, with classes from one through grade eight, and one private middle and upper school, grades seven through twelve.

Writer's Work Setting and Role

Those involved were the students and a teacher in one of the regular second grade classes. There were 21 students in the class with a racial mixture of 1 Black, 1 Hispanic, 5 Portuguese, 14 White. These children received instruction in reading, math, writing skills, language, and spelling. They were also required to have music, art, physical education and computer lessons. During the week they received instruction in English as a Second Language (ESL) if needed. The reading approach was a multiphasic approach, with a heavy emphasis on the following reading skills: vocabulary: word identification and decoding; comprehension: main ideas, story sequencing, character development, and predicting outcomes.

The children of this problem solving process were from one elementary school of a public school district. They attended a second grade classroom of 21 children. During the regular school day the eight ESL students attended an ESL center for one to two hours per day,

depending upon their English fluency ability.

The writer was a second grade permanently certified elementary teacher with a masters+ degree in reading. She has taken Berlitz courses in Spanish, and has taught for approximately ten years on elementary, secondary and college levels. Her teaching experience has been in Pennsylvania, Massachusetts, Connecticut, New York and Virginia. She served on the Governor's Council for Excellence in Education in the state of Virginia. She served on the New York State Science Curriculum Committee, her local district Science Curriculum Committee, her school Committee on Excellence, and her local district Council on Early Childhood Education. She was faculty advisor to her school's Peacemakers Club.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The most common problems noted by the teacher were the lack of communicative competency in English among the ESL students, between themselves, and the lack of language interaction between the ESL and the Fluent English Speakers (FES) in the class. The above critical difficulties made progress in language concepts and usage and teaching subject matters a most frustrating task. The ESL children tended to speak their native language among themselves and sought each other out on the playground, further segregating themselves from the FES students. Since it was an accepted assumption the ESL children acquired their English language development through social interaction with FES students, this kind of segregation posed a major problem for the ESL learner. This lack of language fluency spilled over into all the areas of learning, such as reading, writing, math concepts, current events, and science projects. The problem was: the lack of communicative English language competency among ESL children in interaction with FES second grade children.

Problem Documentation

Observation by the teacher indicated a definite segregation between the ESL and the FES students. The

Table 1

Grade Level Scores of the ESL and FES Second Grade Students on the CAM Tests in Reading, Math and Writing.

	Grade Level Scores		
Subject	Reading	Math	Creative Writing
ESL	1.4	2.3	PK
ESL	1.1	Kdg.	PK
ESL	1.4	1.0	PK
ESL	1.3	2.5	PK
ESL	P.P	PK	NM
ESL	1.2	1.0	NM
ESL	1.0	PK	PK
ESL	1.5	2.0	1.3
FES	2.0	2.0	1.5
FES	2.0	2.0	2.0
FES	2.5	2.5	2.2
FES	2.5	2.5	3.0
FES	1.5	1.5	1.5
FES	2.8	2.7	2.9
FES	2.2	2.0	1.9
FES	2.5	2.6	2.7
FES	1.5	1.9	1.3
FES	2.0	2.0	2.0
FES	2.0	1.7	2.0
FES	1.5	1.7	1.5

writings of the ESL students indicated a strong lack of English fluency, English concept, and English sentence structure when compared with the FES students. Computer Assessment Monitoring (CAM) test scores of the ESL and FES second grade children supported these findings. (See Table 1) Analysis of the scores on Table 1 indicated the following:

The average score of the ESL group in reading was 1.4, whereas the FES group was 2.1. The average score of the ESL group in language arts was 0.9, whereas the FES group was 2.0. The average score of the ESL group in mathematics was 1.0, whereas the FES group was 2.0.

These figures strongly indicated that language communicative competency does play an important role in reading, mathematics and language arts skills. With the assistance of the teacher the FES students can play a major part in developing language communicative competency skills among ESL students.

A questionnaire was completed by the nine second grade teachers in the district. (See Appendix A and Table 2) The information obtained was self explanatory.

Interviews with ESL parents (See Appendix D and Table 3) strongly suggested that the ESL children demonstrated a fear of speaking English in school situations for fear of being ridiculed and made the victim of a joke.

Table 2

Questionnaire Results of Nine Second Grade Teachers.

Questions	Content	Positive Response
1	Teacher bias against ESL teachers.	7
2	Different definition of ESL among teachers.	5
3	Agreement that English language communicative competency was the major problem with second grade ESL students.	8
4	Classroom teachers were reluctant to accept responsibility for developing English language communicative competency among their ESL students.	5
5	There was a conflict of responsibility between some teachers and ESL teachers.	6
6	There was higher percentage of FES in Library Club.	7
7	There was a higher number of FES in Pen and Pencil Club.	7
8	There was a higher number of FES in Great Books Club.	7

Stern (1980) found these fears to be common among ESL children learning to speak English. The FES students indicated that they didn't have the time to play or work with students who did not communicate correctly in a game. The parents stated quite frankly that they would like their children to learn English in school, but speak their native tongue at home. They did not generally see the need to speak English at home.

Table 3

Results of the ESL Parents Interview.

Question	Content	Positive Response
1.	Language spoken at home:	
	Portuguese	3
	Hindu	2
	Greek	1
	Slavic	1
	Spanish	1
2.	Parent wishes to speak English at home.	3
3.	Parent wishes child to speak English at home.	3
4.	Parent wishes child to speak Native Language at home.	3
5.	Parent wishes child to learn to speak English:	
	Not Important	0
	Important	3
	Very Important	5
6.	Parent stated that child is afraid to speak English with his classmates.	8
7.	Reasons for the child's fear:	
	Ridicule	4
	Made Victim of Joke	3
	Fear of Making a Mistake in Front of Friends	1
8.	Primary Language spoken in neighborhood:	
	Portuguese	8
9.	Parent plan on returning to Native Country.	6
10.	Parents consider most important for child: (in order of priority)	
	1. Reading	8
	2. Math	8
	3. English Language Communicative Competency	6
	4. Writing	5

Causative Analysis

This writer considered a number of factors as contributing to the ESL student's lack of English language communicative competency. The first factor was a lack of motivation among some of the ESL students. A number of the students were aware that they will be here for only a short time. It was more important for them to maintain their native language than to learn English.

Secondly, there was a tendency among all the ESL students to communicate and socialize with their own native speakers rather than with the FES students, thereby creating a segregated atmosphere.

Thirdly, ESL children's lack of exposure to peers who spoke fluent English affected the kind of language acquired, as well as the speed with which it was acquired. The linguistic and social environment has a strong influence on the children's language acquisition or lack of it.

Fourthly, parents' refusal to learn or even try to speak English to their children tended to lessen the importance teachers and staff members of the school placed on English language communicative competency.

Fifthly, regular class teachers did not usually see the need of ESL children developing English language communicative competency in interaction with the FES children. Learning English communication was the responsibility of the ESL teacher who only saw the child for approximately one hour a day.

Finally, many, if not most of the ESL children lived in a neighborhood where the English language was generally not spoken. As a result the child felt more comfortable in speaking his own native language whether it was in a game, in a store, or in a church.

Relationship of the Problem to the Literature

These causes were well documented in the related research. Long (1980) stated that the linguistic and social environment in which ESL children found themselves and which they created for themselves had a strong influence on their English language competency. Other research studies (Wong-Fillmore 1985, Johnson 1980) strongly indicated that FES children in the regular classroom provided a useful input in helping ESL children acquire English language communicative competency. Most ESL programs were not designed to take advantage of this valuable source of input. Taylor (1982) indicated that a child will be motivated to acquire a second language competency only if that child is engaged in contextually rich, meaningful communication. It cannot be an artifical conversation. It must be genuine and real.

Money for bilingual education programs has gone primarily to programs outside of the regular classroom such as ESL centers and bilingual centers. As a result, regular class teachers have rarely accepted the responsibility of developing an English language development program for the

ESL students while in the regular classroom (Enright & McCloskey 1985). Johnson (1983 & 1981) stated quite clearly that ESL children are segregated from their native English speaking peers for much of the school day. When separation of this nature took place, it limited the degree to which children could profit from verbal and social interaction with English speaking peers. In order to obtain true language communication there had to be present an interactional function between speaker and hearer (Tarone 1987). Real language communication would take place if the teachers changed their teaching from an accuracy-focused one to a fluency-focused activities approach.

According to Taylor (1981 & 1983) teachers have been taught for years that the syntactic dimensions of linguistic performance was extremely important in language development for ESL students. Today, research has placed greater focus on the semantic and social/contextual performance of language comprehension and performance. The whole notion of language proficiency has been replaced by the wider construct of "communicative competence".

Professionals in various fields of research have proposed a number of problems in the development of language communicative competency among ESL students.

Wong-Fillmore (1985) suggested in her research that children did not develop language competency due to a lack of social interaction with fluent English speakers (FES) of

their own age.

Horst et al. (1980) stated that ESL children spend too much time separated from their native English speaking regular classroom peers during any school day. The same author suggested that up-to-date ESL methods that are appropriate for children be developed in elementary schools.

Nattinger (1984) suggested that children develop language through interaction with other English speakers. Rather than first learning correct structure, the child learns how to dialogue by speaking with other chidlren. The problem, then, was with the way teachers teach children how to learn English.

Enright and McCloskey (1985) proposed that the lack of English language development among ESL children may be due to an overemphasis on the syntactic dimensions of linguistic performance. These researchers proposed that the Communicative Language Teaching (CLT) program would bring in the other important aspects of English language development, namely, the child's active participation in a social interaction with other students attuned to the child's communicative needs.

One of the suggestions that kept coming up time and time again in the current literature on English language learning and teaching was that acquisition by ESL students will take place only if they were exposed to and become engaged in contextually-rich, genuine and meaningful

communication (Collier 1989).

The literature revealed two major arguments in support of this statement:

The first argument stated that most learners were not able to utilize their intellectual understanding of the grammar of the English language in everyday conversation (Cummins 1986). Others such as Savignon (1983) have argued that for most learners, English language communicative competency can only be obtained by subconsciously acquiring the language through active participation (conversation) that was of interest to the child. Taylor (1982) listed ten benefits for ESL students when utilizing a communicative language approach: (1) It provided the flexibility needed for students to learn at their own pace and in their own way. (2) This kind of classroom provided an English language communicative approach that can give opportunities to learners whose cognitive pattern favored one over the other. (3) This type of setting helped students learn not only language usage, but also language use. (4) The approach offered two essential elements of formal instruction, rule isolation and feedback. (5) By focusing on content rather than form, the student used his knowledge of conversation in his native language. to understand the content of the second language. (6) Since the approach was based on the content areas that were of interest to the student, real communication can be fostered without concern for accuracy. (7) By removing the

pressure of grammar forms, an approach of this kind provided students with the space they need to learn. While some children were able to learn new forms immediately, others did not respond well and therefore needed time to allow the new form to "incubate". (8) By explaining grammar rules as they arise in coversation, the student perceived the rule as having real functional use. (9) This type of approach offered opportunities for a wider range of individual differences among learners of every age, need and cognitive pattern. (10) This approach permitted students to use language for expressing a greater variety of communication functions.

The second argument zeros in on a holistic consideration of the English language communicative competency concept. Formal correctness (grammar) was only a part of communicative competency (Brumfit 1981, Scott 1981). Communication competency was defined as (1) a learner attempts to express or decode meaning in the new language without knowledge of rules, or (2) a learner attempts to express ideas or concepts without knowledge of the new language structure. A learner usually demonstrated three characteristics in his or her attempt to communicate in the new language: (1) the speaker wished to communicate some thought to a listener, (2) the speaker did not share the linguistic ability of the listener, and (3) the speaker either avoided the communication or attempted various ways

of communicating the idea. If children were to learn how to use a new language to fulfill real communicative functions, then they must be given the opportunity to do so in a full range of real situations and social settings. Classroom presentations and continued simulations that focus on language forms were inadequate. Such presentations were too artificial and often incomplete. They did not provide authentic and genuine discourse which was necessary for students to learn (Tarone 1987).

Stern (1980) described in detail the process ESL students followed as they acquired the new language in an immersion program of the CLT.

First the child learner had to relate language to other children rather than examine the speech grammar. He was not an observer but an active participant in the language through enjoyable learning activities in the school.

On the receptive side the student had to guess and infer more from the social situation. He learned to take risks, make mistakes as he attempted to communicate. On the production side he learned to improvise, utilize circumlocution, and to discover the specificities of the new language communication process. All CLT programs should help students to develop the above mentioned coping techniques and increase assimilative motivation which according to Graham (1984) was highly responsible for the

development of English language communicative competency.

Much of the literature favored the Communicative Language Training (CLT) method. Nattinger (1984) defined communicative language teaching as strategy, social interaction, and process. These three keys were then applied to the three main areas of the classroom learning: dialogue, writing, and reading.

Enright & McCloskey (1985) discussed in detail the central assumptions about CLT: (1) children learn language as a medium of communication; (2) successful communication involved the sender and the receiver; (3) children learn language through purposeful social interaction; (4) communicative language must be meaningful and interesting; (5) communicative language involved socio-affective, as well as, cognitive realities; (6) communicative language development was a holistic process; and (7) children's development in communicative language was facilitated by a comfortable classroom environment.

Gottlieb (1985) made a strong case for the development of English language competency strategy in the regular classroom. Limited English speaking children have been a part of the educational scene for a long time. Various approaches have been utilized in the past, such as the bilingual method, the transitional method, and the ESL method, to help develop the child's English language competency in the classroom. Since chidren spend most of

their time in the regular classroom, it was imperative that the regular classroom teacher set up an educational strategy for helping the ESL students develop communicative language ability rather than a narrow measure of linguistic competency. This can be accomplished through the implementation of the CLT program within the regular classroom environment.

Quintero (1984) examined the literacy progress of bilingual children in the social context of their preschool classrooms. Twelve native Spanish speaking preschoolers were the subjects of this study.

The theoretical frame work of the investigation was that the preschool children's experience, values, language, culture and personality affected the social context of the classroom and in turn, affected the children's English language communicative competency.

The results indicated that the preschool children preferred group activity and play with others as opposed to being alone. Almost all the children used language as their main vehicle for social interaction.

The author recommended that teachers emphasize with bilingual or ESL children: (1) language interaction, (2) enjoyable activities based on the children's cultural background, and (3) parent and teacher training.

Pinnell & King (1984) explored the ways language functioned to assist children obtain meaning through the

educational system. They viewed language as communication, social, and an interactive process between reader and/or listener with the speaker and/or writer.

Sajavarra (1983) collected 17 papers which discussed the present trends in contrastive linguistics and communicative competency in foreign language teaching. Basically the author demonstrated why researchers drifted from a traditional contrastive linguistics toward a communicative approach.

Research of Graham (1984) appeared to demonstrate that assimilative motivation was highly responsible for the development of communicative language competency in both first and second languages. This conclusion was arrived at through analysis of anecdotal evidence of early bilingual development, studies of dialect acquisition, bilingual immersion programs, and studies of language pidginization. Without assimilative motivation, ESL children were not likely to acquire all the characteristics of native-like speech in communicative language competency.

Carrabello (1982) reviewed the effects of bilingualism upon cognitive development. Two models of bilingualism were proposed: (1) research since 1960 demonstrated a positive relationship between bilingualism and cognitive development and (2) a bilingual structured model which attempted to explain how different types of bilingualism developed. The author suggested that the advantage or

disadvantage of becoming bilingual depended upon the way a child became bilingual and the communicative language competency achieved. He concluded that the advantage of being a coordinate bilingual (a child exposed to the language at an early age who developed two independent coding systems) was due to the acquisition of early communicative language competency.

Reed & Peyton (1987) discussed the advantages of using notebooks as a method to help ESL children develop language communicative competency. The notebook method helped the student develop basic practices and aids in maintaining open communication. Notebooks can help the teacher in lesson planning and individualized instruction, help the ESL student develop his language competency, and provide information about the student's culture, language and needs.

August (1987) dealt with the effects of peer-tutoring intervention on second language communicative competency of Mexican-American elementary school children. The author concluded that peer-tutoring may be effective in encouraging social interaction between ESL and FES children in the classroom.

Housen & Beardsmore (1987) analyzed the multilingual communicative language competency processes among children at the European School of Brussels. Findings suggested that both curriculum and extra-curricular activities

combined to account for the children's high levels of language communicative competency in three or four languages.

Maley (1980) stated that when you teach "communicative competency" you automatically accept the following three illusory elements: (1) that there exists a correct way to communicate events; (2) that this method is compatible with an existing model; and (3) that a commitment to reality is the same as a commitment to authenticity.

The author, then, proceeded to focus on the important distinction between fluency-focused activities and accuracy-focused activities. His definition of a fluency-focused approach was language expressed in the child's own way in a non-evaluative context. The teacher must then relinquish traditional roles and adopt others. Instead of a controller, the teacher must be a facilitator. Instead of the traditional teaching methodology the teacher must conduct unfamiliar activities which are so motivating in themselves that communicative functions arise naturally.

Strong (1983) indicated that his study supported the concept that ESL children, who are talkative and responsive, develop English language communicative competency at a faster rate and with better accuracy.

Hakuta (1986) and Wells (1981) expressed very forcefully that ESL children go through the same process of learning English as they did in their first language

acquisition. Learning to speak English will not be a disadvantage as long as the ESL children continue to develop their first language at the same time.

Krashen (1980) emphasized in a study the importance of beginning second language acquisition as early as possible. The study also indicated that children achieve higher proficiency levels of communication if they begin the second language acquisition at least two to three years before puberty.

In conclusion, the Review of Literature stressed the fact that limited English speaking children have been a part of our educational scene for a long time. As a result, various approaches have been utilized in the past, such as the bilingual method, the transitional method, and the ESL method, to help develop the child's English language competency in the classroom. Since children spend most of their time in the regular classroom, it is imperative that the regular classroom teacher set up an educational strategy for helping the ESL students develop communicative language ability rather than a narrow measure of linguistic competency. This can be accomplished through the implementation of the CLT program within the regular classroom environment.

The writer concluded that the ESL children of the second grade classroom needed a CLT program immediately. The enjoyable activities provided by this program would

help develop the ESL children's English language communicative competency skills and at the same time create a cohesive socially cultivated classroom atmosphere, motivating them to build their English skill in the areas of reading, writing and math.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum is that teachers will observe an improvement in English language communicative competency among ESL children in interaction with FES second grade children.

Specifically the writer recognizes that the English language communicative component should take place in the regular classroom, that the communicative language must be meaningful and interesting, that children learn language through purposeful social interaction, and that children's development in communicative language is facilitated by a comfortable classroom environment.

Behavioral Objectives

The major objectives of this practicum were as follows:

1. At the end of twelve weeks the ESL second grade children will increase English language concepts in interaction with FES second grade children by 10% as measured by the Teacher Made Communication Test. (Appendix B)

2. The ESL second grade children will increase English language vocabulary competency in interaction with FES second grade children by 10% as measured by the Teacher Made Communication Test. (Appendix B)

3. The ESL second grade children will increase English language sentence structure competency in interaction with FES second grade children by 10% as measured by the Teacher Made Communication Test. (Appendix B)

4. The ESL second grade children will increase social interaction in interaction with FES second grade children by 10% as measured by the Teacher Made Observation Sheet. (Appendix C)

Measurement of Objectives

The first objective was to be evaluated by tallying the number of English language concepts given for each of the eight topics on the specific test mentioned (Appendix B). If the targeted population as a group and individually achieved at least a 10% increase in developing English language concepts, it would be assumed that the objective was met.

The second objective was to be evaluated by tallying the number of English language vocabulary words given for each of the eight topics on the specific test mentioned (Appendix B). If the targeted population as a group and individually achieved at least a 10% increase in developing

English language vocabulary words, it would be assumed that the objective was met.

The third objective was to be evaluated by tallying the number of English language sentence structures produced for each of the eight topics on the specific test mentioned (Appendix B). If the targeted population as a group and individually achieved at least a 10% increase in developing English language sentence structure, it would be assumed that the objective was met.

The fourth objective was to be evaluated by tallying the number of social interaction witnessed on the playground and in the classroom on the specific test mentioned (Appendix C). If the targeted population as a group and individually achieved at least a 10% increase in social interaction with the FES children, it would be assumed that the objective was met.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

A number of researchers indicate various solutions to the problem presented. Much of the research favored the Communicative Language Training (CLT) method.

Johnson (1983) indicated that peer-tutoring on the social interaction of ESL children increased second language acquisition. She stated that there were two major problems for ESL children: ESL children were segregated from their FES peers during most of the day and that many ESL programs were originally designed for adults and were not appropriate for elementary school children.

Enright & McCloskey (1985) stressed the importance of a communicative language teaching mode. They described seven criteria for setting up a communicative language classroom: organize for collaboration, purpose, student interest, previous experience, holism, support, and variety. The researchers then described ways to apply the seven criteria to the classroom events and physical environment.

Nattinger (1984) defined communicative language teaching (CLT) as strategy, social interaction, and process. These three keys were then applied to the three main areas of classroom learning: dialogue, writing and reading.

The investigators further stated that the research on second language acquisition was turning from receiving input and language product independently to viewing the social interaction between the input and the product.

Hatch (1980) felt that second language learners learned how to converse first and from this social dialogue correct sentence structure developed.

Most of the literature viewed by this author pointed to the importance of the regular classroom teacher as an important agent in helping the ESL children develop the English language. Secondly, the literature emphasized the CLT model, peer tutoring, and other social interaction teaching methods as some of the ways of helping ESL students develop the English language. It should be noted the CLT was defined largely in terms of affective variables, and therefore gathering data might be difficult.

Description of Selected Solution

The solutions for resolving the lack of English language acquisition of the ESL children were based on obtaining the cooperation of the ESL and FES parents. A number of meetings were held with the parents explaining the CLT program and the importance of their cooperation and participation in this endeavor.

The areas from which the activities were selected tended to increase student motivation and participation.

The activities chosen for the twelve weeks were: food, family life, school life, art, pets, illnesses, games and music. Each week a different topic was applied to the three important areas of dialogue, writing and reading. Each lesson was geared toward developing English language communicative competency in concepts, vocabulary, and sentence structure. These activities helped to meet the first, second and third objectives of this practicum.

The fourth objective of this practicum, to increase social interaction between the ESL and FES children, was achieved through ESL and FES parent participation in the program and the regular classroom teacher becomming the important facilitator and guide for developing English language communicative competency among ESL and FES children.

At the end of the eight weeks, parents, children and teacher of the ESL and FES children combined all of the aforementioned activity areas and, with a four week period of practice and preparation, presented a Multi-Cultural Evening for the school and community.

The lessons were developed so that the ESL children could have much time for dialogue and purposeful social interaction. The topics were chosen so that the communicative language would be considered by the children as meaningful, interesting, and involve their life outside of the school.

In summary, the parents recognized the merits and needs of this CLT program in the regular classroom. The literature search provided many ideas for the program activities and evaluation. This solution ensured the ESL students the opportunity to develop English language communicative competency and at the same time become an active, dynamic participant of the academic and social interactions of the entire classroom processes.

Report of Action Taken

The solution used in this practicum involved the second grade ESL and FES children. The solution ran for a period of twelve weeks. The students ranged from age 6.7 to 7.3 and were of different ability levels.

The solution strategy began on December 1, 1989 through May 5, 1990. The certified classroom teacher administered all of the testing, the implementation of the lesson activities, and the parent meetings.

During the pre-testing phase, the teacher administered the Teacher Made Communication Test. (Appendix B) The communicative test utilized was a modification of the Two-Person Communication Game (Brock 1972). The subject was asked to tell about an event posed by the tester, using only verbal interaction. Each subject was given 5 minutes to tell about the event. The tester wrote down the oral production and the oral production was then scored

according to the following criteria: English language, concept formation, sentence structure, and vocabulary usage.

The affective evaluation was done by the teacher according to the following criteria: the number of times English verbal social interaction took place between the ESL and FES students during one half hour in the classroom and on the playground, and the number of times English verbal social interaction took place only among the ESL students.

The implementation of the curriculum activities began on January 5, 1990 after construction of the CLT tasks and lesson plans. The lesson plans were developed by the teacher with the participation of the speech therapist, the art teacher, the music teacher, the physical education teacher, and the ESL teacher.

For the first week of the implementation, the teacher set in motion the food theme by informing the students that the grandfather of one of the Indian students owned a restaurant and that all would be invited to participate in the making, serving, and eating of Tandoori cooking on Friday afternoon. To prepare for the great event children made grocery lists and wrote down recipes given by the ESL parents. An Indian parent read an Indian story and discussed it with the students. During math time, the children practiced liquid and dry measuring. During one

of the days the homeroom mother and some of the children went shopping for the ingredients needed for Friday at the Indian restaurant. During the week each child drew pictures about Indian food and wrote thank-you notes to the restaurant owner. While this task was going on, the Indian music on a sitar played in the background. During the music period the children learned an Indian song and dance. The owner of the restaurant made extra food to be frozen for the Multi-Cultural Night.

The lesson theme for the second week was about family life. During the week 3 Portuguese families shared stories about their family life in Portugal. Two Portuguese students lived on a family farm and one Portuguese girl grew up as the daughter of a University professor in a large city near the coast. On Wednesday, a Filipino parent came in and discussed life in Mindanao. Her child informed the class what it was like growing up in this country and the language spoken. On Thursday a parent from Chile gave a slide presentation about family life in a lovely Chilean town called Potrerillos. During the week the children wrote stories about the various family activities. They described how life in other countries was similiar and how different. Much language dialogue and social interaction took place between the ESL and FES children during the entire week.

The theme for the third week was school life. The

week began by bringing in the ESL teacher who taught a simple Portuguese folk tale in Portuguese using bodily gestures. In the beginning the FES children were restless and had no idea of the Portuguese presentation. However, they soon caught on to the point of carefully watching her every gesture. During the English discussion, some of the students noted that much of the story was missed, especially the humorous parts, because they did not know the Portuguese language. One FES student remarked that now he understood why ESL children did not laugh when English jokes were told in the classroom. He then asked how he could help in explaining some of our funny stories. The rest of the week found the children fascinated with mime presentations and the resultant dialogue, social interaction, writing and reading about school life in other countries.

At this point in the implementation process, one of the students of Indian descent had to return to India because of the illness of a family member. The father agreed to send postcards and have her answer the letters her classmates would send her once a week.

During the fourth week the students participated in one of their favorite activities, a field trip to a Museum of Modern Art in a large city. The writer noted that the ESL children were sitting on the bus with FES children rather than separated as was the case

previously. During the trip the ESL parents mingled freely with the FES children. They now made friendly gestures toward the FES parents which had never been done previously. Almost as an impulse a FES mother invited a Portuguese family to share in an upcoming family holiday. The Guide, who was from Saudi Arabia, helped to make the museum trip an important and enjoyable event. During the rest of the week the students discussed their feelings about the art trip and how each country had a different kind of art. Each student wrote about the trip in detail with paintings and drawings. The descriptions were then sent to their classmate in India.

The fifth week's activities about pets proved to be a very interesting one for all involved. At the beginning of the week a Chilean parent showed pictures of a trip to the Andes Mountains. The pictures that caught the eyes of the children were the ones showing the student riding on a llama. The children immediately began to ask questions about this friendly and stately animal. The Chilean child then proceeded to describe the colorful birds in her grandmother's aviary. He showed the class pictures of the birds and played a tape of their singing.

A discussion about animals used for work as well as for pets ensued. One ESL student expressed sadness that while on a trip to her grandparents in Portugal, a rabbit that she had grown to love was served for dinner. The

FES children expressed disbelief that anyone would eat a rabbit. On the other hand the Portuguese children showed surprise that none of the FES children had ever eaten rabbit.

Toward the end of the week the FES children felt that their pets were rather pedestrian compared to their ESL counterpart. When their Indian classmate sent them a picture of her riding on an elephant they were even further surprised. The teacher had to interject that not all Indian children rode elephants everyday.

At the end of the week the Indian girl returned to her classmates. As soon as she entered the school all her classmates especially the FES children, surrounded her and spent all the time possible talking to her about the elephant, India, and what took place here in her absence.

The sixth week topic was family illnesses. The school nurse discussed innoculation with the children. She explained why travelers to other parts of the world must be immunized further. During the week each child obtained a history of their illnesses from birth to the present. At various times of the day each child was asked to discuss their various illnesses in the past. After these presentations and discussions, the teacher with the assistance of the school nurse discussed an illness prevention program which included cleanliness, eating good food, regular sleeping hours, regular physical exercise. The culmination

of the week was the presentation by one of the student's father who was a physician. He stressed the importance of regular yearly check-ups by a family physician. Stories and books about illness prevention were read and discussed throughout the entire week. An essay contest on sickness prevention was held with prizes for the first three best suggestions on prevention.

During the seventh week various parents of the ESL and FES children gave presentations about their countries' favorite games. Soccer was one of the most interesting among the ESL students and baseball among the FES children. In preparation for the weekend field day, the children wrote about their favorite game. Each paper was read to the class and then discussed. The soccer exhibition game by the ESL fathers was the highlight of the event. The fathers participated to the amusement of their children. A typical American cookout of hotdogs and hamburgers followed. It was extremely encouraging to observe the social interaction between the ESL and FES parents and children. During the entire day English was the language of the day, to the amazement of the Press and Administration School Staff.

The topic for the eighth week was music. Although music was the theme for the week, the students had been learning and preparing songs and dances for the Multi-Cultural finale. During the week the children wrote about

the work's of composers from each of the ESL student's countries. In countries where folk songs and dances were important, the ESL children developed video tapes for the Multi-Cultural Night. The classroom and music teacher coordinated their lessons to produce an atmosphere of the importance of music and English language communicative competency.

The next four weeks were utilized to prepare for the Multi-Cultural event. During this time the parents, teachers, and students practiced and interacted both at school and at home the activities of music, food, dances, games, and art to be presented on the Multi-Cultural Night.

At the end of the twelve weeks the teacher administered the Communicative Competency Test and the social interaction check list. The teacher then scored and compared them to the pre-test results.

The Multi-Cultural Night was extremely successful. The ESL and FES parents and children did a fantastic job in making this event an effectual educational and social program. One of the most moving events of the night took place when some of the second grade students presented to the Indian owner of the restaurant a mural done by the entire second grade class in recognition of all his work and effort in teaching them about Indian cooking. The mural now hangs in his restaurant.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

Objective one was measured by a comparison between the pre and post test scores of the Teacher-Made Communication Test. The specific objectives stated that at the end of twelve weeks the targeted population as a group and individually will increase their English language concept formation in each of the eight subject areas by 10%. After viewing Table 4, it can be readily seen that as a group the ESL children increased their English language concepts from 3.9 (20%) to a high of 8.1 (41%), the average increase being 6.4 (32%). Individually the increase ranged from 1.0 (5%) to a high of 17.0 (85%), the average being 6.4 (32%). Only one ESL student (D) on one of the eight topic tests failed to achieve a 10% increase on one of the eight subject areas.

Student D was extremely upset the day he took the post test because of the sickness of his mother. She was taken to the hospital. During the day he confided in the teacher about his fears and sadness. Student D's poor showing was probably the result of the above mentioned depression.

Objective two was measured by a comparison between the pre and post test scores of the Teacher-Made

Communication Test. The specific objective stated that at the end of twelve weeks the targeted population as a group and individually will increase their English language vocabulary competency in each of the eight subject areas by 10%. Table 5 clearly demonstrated that as a group the ESL children increased their English language vocabulary competency from a 3.3 (17%) to a high of 6.4 (32%), the average being 4.8 (24%). Four ESL students (B,D,E,F) on one of the eight topic tests failed to achieve a 10% increase on one of the eight subject areas.

Students B,D,E, and F were absent from the classroom two or three days during the weeks in which pets and illnesses were discussed and studied. Although they did fairly well on the concept formation of language acquisition they had difficulty in vocabulary because of the above mentioned absences.

Objective three was measured by a comparison between the pre and post test scores of the Teacher-Made Communication Test. The specific objective stated that at the end of twelve weeks the targeted population as a group and individually will increase their English language sentence structure in each of the eight subject areas by 10%. Looking at Table 6, it can be seen that as a group the ESL children increased their English language sentence structure from a 3.0 (15%) group average to a high group average of 6.3 (32%) - the group average increase being

Table 4. English Language Concept Formation Increase Results Among ESL Children in Interaction with FES Second Grade Students

Student	Food		Family		School		Art		Pets		Illness		Games		Music	
Individ.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	7	35	9	45	7	35	3	15	4	20	6	30	10	50	17	85
B	10	50	8	40	6	30	8	40	6	30	3	15	8	40	5	25
C	13	65	13	65	12	60	7	35	8	40	8	40	15	75	10	50
D	5	25	4	20	5	25	6	30	1*	5*	3	15	5	25	6	30
E	8	40	5	25	8	40	2	10	2	10	5	25	3	15	5	25
F	7	35	4	20	4	20	4	20	2	10	3	15	4	20	4	20
G	4	20	4	20	7	35	3	15	6	30	4	20	4	20	2	10
H	5	25	16	80	11	55	4	20	2	10	7	35	16	80	10	50
Group Total	59	37	60	38	60	38	37	23	31	20	39	25	65	41	59	37
Group Average	7.4	37	7.5	38	7.5	38	4.6	23	3.9	20	4.9	25	8.1	41	7.4	37

* Not Significant (Below 10%)

Table 5. English Language Vocabulary Increase Results Among ESL Children in Interaction with FES Second Grade Students

Student	Food		Family		School		Art		Pets		Illness		Games		Music	
Individ.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	5	25	6	30	6	30	4	20	3	15	6	30	7	35	17	85
B	4	20	5	25	3	15	2	10	2	10	1*	5*	6	30	3	15
C	7	35	7	35	6	30	6	30	6	30	8	40	9	45	10	50
D	4	20	2	10	2	10	6	30	1*	5*	3	15	4	20	5	25
E	4	20	5	25	4	20	3	15	1*	5*	8	40	4	20	7	35
F	5	25	4	20	2	10	3	15	4	20	1*	5*	4	20	2	10
G	3	15	5	25	2	10	3	15	6	30	5	25	4	20	2	10
H	4	20	12	60	7	35	4	20	3	15	3	15	11	55	5	25
Group Total	36	23	46	29	60	38	37	23	26	17	35	22	49	31	51	32
Group Average	4.5	23	5.8	29	7.5	38	4.6	23	3.3	17	4.4	22	6.1	31	6.4	32

* Not Significant (Below 10%)

Table 6. English Language Sentence Structure Increase Results Among ESL Children in Interaction with FES Second Grade Students

Student	Food		Family		School		Art		Pets		Illness		Games		Music	
Individ.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	5	25	2	10	4	20	2	10	3	15	4	20	3	15	10	50
B	10	50	7	35	2	10	5	25	3	15	1*	5*	7	35	2	10
C	3	15	10	50	8	40	6	30	4	20	8	40	11	55	7	35
D	3	15	4	20	3	15	2	10	2	10	3	15	6	30	3	15
E	5	25	5	25	7	35	2	10	1*	5*	7	35	2	10	8	40
F	6	30	6	30	1*	5*	3	15	2	10	1*	5*	4	20	5	25
G	2	10	5	25	2	10	1*	5*	6	30	4	20	4	20	0*	0*
H	3	15	10	50	4	20	4	20	3	15	2	10	13	65	3	15
Group Total	37	23	49	31	31	20	25	16	24	15	30	19	50	32	38	24
Group Average	4.6	23	6.1	31	3.9	20	3.1	16	3.0	15	3.8	19	6.3	32	4.8	24

* Not Significant (Below 10%)

4.6 (23%). Two ESL studets (B & E) failed to achieve a 10% increase on one of the eight subject areas. Two ESL students (F & G) failed to achieve a 10% increase on two of the eight subject areas.

English language sentence structure was the most difficult area for a number of ESL students. Students B, E,F, and G were considered by the teacher as somewhat non-assertive. As Strong (1983) has stated there appeared to be some relationship between the social styles of ESL students and their speed in communicative language acquisition, especially in the area of sentence structure. Perhaps this was the case in regards to the above mentioned students who did not achieve the 10% increase. Table 7 would also seem to substantiate this social style of students B,E,F, and G.

Objective four was measured by a comparison between the pre and post test scores of the Teacher Observation of Social Interaction. The specific objective stated that at the end of twelve weeks the targeted population as a group and individually will increase their social interaction with the FES children of the second grade class. Table 6 clearly showed that as a group the ESL children increased their social interaction with the FES students by 9.0 (45%). Individually they increased from 4.0 (20%) to a high of 16.0 (80%) - the average being 9.0 (45%)

Table 7. ESL Children Social Interaction Increase Results in Interaction With FES Second Grade Students.

Student	Number Increase	Percentage Increase
A	12	60
B	14	20
C	13	65
D	6	30
E	5	25
F	7	35
G	14	70
H	11	55
Group Total	72	360
Group Average	9.0	45

The results were most impressive. All of the ESL and FES children participated in every one of the activities. The writer was especially pleased with the social interaction that gradually increased until the group became extremely cohesive. At the end of the implementation the students were communicating about many English concepts using vocabulary and sentence structure not seen at the beginning.

A rather consistent pattern of significant results came from the use of a Communicative Language Teaching (CLT) program. The author noted that there was great enthusiasm and participation when the topic of the week was

being presented. Anticipation, excitement and challenge apparently were generated when the writer brought in parents and permitted the children to participate in the visual development of the various topics through videos, pictures, murals, drawings, hands-on cooking etc. In the active discussion the practicum teacher was able to assess the ESL students' English language concepts, vocabulary, and sentence structure and develop remediation techniques for improving their English language communicative competency.

When there was active dialogue, all of the ESL students participated in the development of the answer. The writer noted that the language concepts involved thinking about the relationship between the targeted words and sentence structure with the student's own individual life experiences. The practicum teacher felt that the children's active and dynamic thinking through social interaction led to a significant increase in the English language communicative competency among the ESL students. The practicum teacher was more than surprised by the effectiveness of this method in increasing social interaction between the ESL and FES students and their parents. However, there was no surprise when the post tests were scored and tabulated. There was then a 10% increase as a group on all of the four objectives upon which this practicum was based. The same pattern was also noted with few

exceptions when the scores were looked at individually.

As a direct result of this practicum, particularly the survey questionnaire completed by the teachers, the school administrator has set up a committee to look into teacher bias toward Non-English speaking children. Of particular interest to the committee was the lack of responsibility taken by some regular class teachers in regards to integrating the ESL children into the classroom with the FES students. The committee also has been involved in stressing the importance of the regular class teacher in the English language development of their ESL children utilizing the help of the FES classmates.

Into the fourth week of the program one of the Hindu children had to return to India for a month. In order to include her in the program the author asked her to send letters and postcards about the various topics that the other students in her class would be learning. Her classmates also answered her letters. It was amazing how the children all cooperated in this academic endeavor. The immediate spin-off of this sudden turn of events created a new sense of unity and cohesiveness among the FES and ESL children. All the children wanted to know and learn about India, where she lived, the kind of food she ate, etc.

When she returned to the classroom, the enthusiasm and acceptance was surprising and encouraging. The

volume of communication between the students was high and intense. This went on for a full week after she returned. The verbal interaction between the FES and ESL children during this week was extraordinarily high.

Conclusions

This practicum indicated very strongly that the effectiveness of a CLT program within the regular classroom was directly related to the participation of the ESL and FES parents in the curriculum. Participation of the parents increased motivation and interest among all of the students. Parent participation projected to the students the importance of developing English language acquisition. The parents truly became positive dynamic educational role models among their children.

An unanticipated outcome of the practicum project was matriculation of many of the ESL monolingual parents in English language night classes at the high school and other governmental agencies. One parent stated that she has never been so involved and excited about learning the English language. Participation in the CLT program made them aware of their role in educating their own children in cooperation with the classroom teacher.

A number of researchers Enright & McCloskey (1985), Nattinger (1984), have stressed the role of the regular class teacher and the FES children in helping ESL children

develop their English language fluency and communication skills. The CLT program used in this practicum strongly indicated that teachers were viewed as the most important English language competency model in developing English language skills among the ESL children. The parents and children saw this role in the teacher. The teacher, in turn, accepted her role in being a model and a facilitator in helping ESL children develop their English language communicative competency skills. The regular classroom teacher, the FES children, and the parent spend most of the time with the children. It is only natural and logical that they be utilized to the fullest in helping the ESL children acquire English language fluency.

The practicum proved that ESL students can build good English language concepts, increase wider use of English language vocabulary words, and develop better English sentence structure in their communication process through a well-developed CLT program in the regular classroom. The CLT program was definitely organized for the collaboration of students, teachers, and parents. It was organized for student interest. But above all it was organized for previous experience. The teacher saw her students through their eyes and the eyes of their parents. Finally, the classroom was seen by the students as a comfortable place to work and learn.

Johnson (1983) indicated that the social interaction

in a classroom has a strong influence on language acquisition. The results of the project supported this factor significantly. As the CLT program progressed so did the social interaction between the ESL and FES children develop and increase. At one point during the implementation phase even the social interaction between the ESL and FES parents increased.

Finally, the results of the project demonstrated beyond the shadow of a doubt the necessity of organizing a CLT program around the previous experiences of the students and their parents. This factor more than anything also guaranteed the successful outcome of the CLT program. The enthusiasm and participation, and interest generated through the implementation of this principle was hard to believe. To the surprise of many, the enthusiasm increased as the weeks passed. It reached a point where the teacher had to actually hold back some of the parents' participation because of a lack of time.

Recommendations

The writer has five specific recommendations based upon the results of this practicum. First, each teacher should develop a CLT program based upon the previous experiences of the ESL and FES children and their parents. The teacher, then, must get to know as much as possible about the students' background, language, and culture. Active

listening and sharing of experiences between the student and the teacher is a first and absolutely necessary step in obtaining information about the student's background. Second, the regular classroom teacher must accept the role of an English language competency model. The teacher, then, must be a guide rather than an enforcer, a facilitator rather than an information instructor. The teacher cannot transfer the responsibility of developing English language communicative competency to anyone else, not even the ESL teacher (as appears to be the custom). Third, the FES children in the classroom must be seen as a great educational resource to be used in helping ESL children develop their English language competency. Segregation between ESL and FES children instead of social interaction can and will stifle an excellent educational language resource for the ESL child. Fourth, the CLT program must have as much active involvement and participation as possible from the parents. It is the writer's belief and was born out by the practicum implementation phase that the parents' active involvement is and will always be a key to a successful CLT program. Fifth, the physical classroom should resemble as much as possible the atmosphere of a home. The parent and the student should be able to feel comfortable in the classroom. The classroom cannot be a place isolated from the realities of home life and/or the business world. The classroom must give the impression of being holistic, that is, being

involved in every aspect of life.

It is the opinion of this writer that all ESL children should be able to avail themselves of a CLT program in the regular classroom. ESL children need to feel that they are a part of a regular classroom. They must not feel segregated from the FES children. Their lack of English language communicative competency cannot and should not be used as a stumbling block toward integration and socialization into a regular classroom. The attitude of the regular classroom teacher is most important and this kind of program depends on how skillful, flexible, and caring are those in charge.

Dissemination

The results of the practicum were shared with the writer's colleagues, interested parents and administration. The writer made the practicum available to other school districts that expressed interest in the project. The writer has been asked to give a workshop on the CLT program in the regular classroom for ESL and Bilingual teachers of a small school district. The writer has been asked to present the results of her practicum to a group of future teachers at one of the local Universities.

Another school district has asked for information about the practicum implementation. This District has a large Bilingual Department. The Department has had

difficulty in getting the necessary cooperation from the regular class teachers in behalf of the ESL children. They are especially interested in the results of the Communicative Language Training (CLT) approach being implemented in the author's classroom.

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Appendix A

SECOND GRADE TEACHER QUESTIONNAIRE

QUESTIONNAIRE

1. As a second grade teacher choose the most appropriate definition of an ESL child:

   a. Any child who has a second language spoken at home.

   b. Any child that speaks another language.

   c. Any child who attends an ESL program in a school district.

   d. Other--please define.

2. Tally the number of children who were born and learned to speak in the following countries:

   a. ___Spain and/or South and Central America or Puerto Rico

   b. ___Portugal and/or Brazil

   c. ___France, French Canada, Haiti or Viet Nam

   d. ___Italy

   e. ___Greece

   f. ___India

   g. ___Israel

   h. ___Japan

   i. ___China

   j. ___Yugoslavia

3. In your opinion what, in general, is the major problem confronting ESL children in second grade?

   a. English language communicative competency.

   b. Acceptance by peers and their families.

   c. Acceptance by school staff.

   d. Other--please specify.

QUESTIONNAIRE (continued)

4. In order of importance list 3 major needs among ESL second grade children in your classroom:

a. Communicative competency

b. Achievement

c. Acceptence

5. In order of importance what support methods would you like to have for your ESL students in addition to the school ESL program?

a. English Language Communicative Competency program within the classroom.

b. Classroom teacher in-service programs

c. Peer group tutoring

d. More ESL parental involvement in the classroom and school

e. English language skills reinforced at home

f. ESL parents to attend ESL classes

g. An omsbudsman program within the community.

6. Is social separation between ESL and FES children apparent among your second grade students?

a. Often

b. Occasionally

c. Rarely

D. Never

7. Where does social separation between ESL and FES children become apparent?

a. Classroom

b. Special teachers' classrooms

QUESTIONNAIRE (continued)

c. Bus

d. Cafeteria

e. Playground

f. Other--Please explain

8. What number of your students are in library clubs?

a. ___FES

b. ___ESL

9. What number of your students belong to Pen and Pencil club?

a. ___FES

b. ___ESL

10. What number of your students belong to Great Books?

a. ___FES

b. ___ESL

11. How would you categorize the need to develop English language communicative competency among ESL students in your class?

a. High

b. Medium

c. Low

12. In your opion where does the responsibility lie for developing English Language Communicative Competency? (Please list in order of importance.)

a. Parents

b. Students

c. Regular classroom teacher

d. ESL teacher

e. Other--Please specify

Appendix B

GUIDE SHEET FOR TEACHER MADE COMMUNICATION TEST

GUIDE SHEET FOR TEACHER MADE COMMUNICATION TEST

Student _____ Pre Test _____ Post Test _____

Grade _____ Second Language _____

Administration:

The test is a modification of the two-person communication game test by Brnck (1972).

Each child is tested individually by the teacher before and after the treatment. Each child is given five minutes to tell about the following eight topics: (1) food, (2) family life, (3) school life, (4) art, (5) pets, (6) illnesses, (7) games and (8) music. The child responses are taped and transcribed on paper.

Scoring:

Each correct score (1 to 20) is tallied according to Language Fluency, vocabulary and sentence structure.

Responses:

_____

_____

_____

_____

_____

_____

_____

_____

Language Fluency _____ Vocabulary _____ Sentence Structure _____

Appendix C

GUIDE SHEET FOR TEACHER OBSERVATION OF SOCIAL INTERACTION

Student _____ Pre Test _____ Post Test _____

Grades _____ Second Language _____

Administration:

During one half hour in the classroom and on the playground, teacher will tally (1) the number of times verbal social interaction takes place between ESL and FES students, and (2) the number of times verbal interaction takes place only among ESL students.

Scoring:

	Time Taken	Number ESL	ESL-FES
1. Classroom	9:30-9:35		
	9:35-9:40		
	9:40-9:45		
	9:45-9:50		
	9:50-9:55		
	9:55-10:00		
	Total		
2. Playground	12:30-12:35		
	12:35-12:40		
	12:40-12:45		
	12:45-12:50		
	12:50-12:55		
	12:55-1:00		
	Total		

Appendix D

Student Needs Data

Student Needs Data

Name _____

Are you primarily a ____ NaturalParent ____ Foster Parent

____ Guardian ____ Adopted Parent.

1. What language is primarily spoken at home _____
2. As a parent or guardian do you wish to learn to speak English at home? yes/no
3. Do you wish your child to speak English at home? yes/no
4. Do you wish your child to speak his native language at home? yes/no
5. How important is it to you that your child learn to speak English?

   ____not important ____important ____very important
6. Is your child afraid to speak English in school with his classmates? yes/no
7. Why do you think your child is afraid to speak English in the classroom with his classmates?

   Reasons: 1. _____

   2. _____

   3. _____

   4. _____
8. What language is primarily spoken in your neighborhood? _____
9. Do you and your child plan on returning to your native country in the near future? yes/no
10. In order of priority what do you consider most important for your child to learn?

    _____ English language communicative competency

    _____ Reading

    _____ Math

    _____ Writing